

International tutor's guide-

Enhancing tutoring practices at Savonia UAS

Sudipta Chatterjee Paukkonen

Bachelor's Thesis

19.11.2013

Bachelor's degree (UAS)

Field of Study Social Sciences, Business and Administration			
Degree Programme Degree Programme in International Business			
Author(s) Sudipta Chatterjee-Paukkonen			
Title of Thesis International tutor's guide- Enhancing tutoring practices at Savonia UAS			
Date	19.11.2013	Pages/Appendices	46/23
Supervisor(s) Eeva Mönkkönen, Minna Tarvainen			
Client Organisation/Partners Savonia University Of Applied Sciences , Opistotie, Kuopio			
<p>Abstract</p> <p>The objective of my study was to create a guide for the international tutors of Savonia University of Applied Sciences that will provide a structure for the tutoring activities. The study aimed at finding an effective solution for the present tutoring practices at Savonia University Of Applied Sciences and techniques for increasing efficiency of the international tutors. The work was commissioned by the international mobility affairs at Savonia University Of Applied Sciences, Kuopio which is responsible for the circulation of the international students between the host and the partner university.</p> <p>The study was conducted by the qualitative research method using various theories. Questionnaires were sent to the international degree and the exchange students of Savonia University Of Applied Sciences to obtain primary data. In addition, an interview was conducted with a former board member of an international students' union in order to acquire solution and to benchmark the current tutoring practices at Savonia University Of Applied Sciences.</p> <p>The collected result showed that the tutoring practices at Savonia University Of Applied Sciences suffer functional difficulties and the international tutors lack motivation in their job. In addition, lack of integration among the national and the international students is a major problem influencing the tutoring structure of the institute. However, the conducted research was profound but it failed to establish the importance of tutoring in a student's life.</p> <p>Nevertheless, the study has succeeded in providing solutions for the problems. Irrespective of the fact that the research had some flaws, scope for development is broad and the thesis can provide a good base work for the next researcher.</p>			
<p>Keywords international tutoring, tutor's guide</p>			

CONTENTS

1	INTRODUCTION	5
2	TUTORING.....	7
2.1	Overview	7
2.2	Role of a tutor	7
2.2.1	Characteristics of a tutor	8
2.3	Importance of tutoring	8
3	WORKING WITH GROUPS	10
3.1	Characteristics of member.....	10
3.2	Group size	12
3.3	Role of the members	13
4	CROSS CULTURAL MANAGEMENT	16
4.1	Culture	16
4.2	Cultural shock	17
4.3	Learning other's cultures.....	18
4.4	Multicultural leadership strategies.....	20
4.5	Communication	22
5	RESEARCH - TUTORING IN SAVONIA.....	24
5.1	Research questions and goals	24
5.2	Research methodology	24
5.3	Data analysis	26
5.4	Summary of the findings.....	30
5.5	Benchmarking	34
5.6	Outcome	36
5.7	Validity of the result	36
6	DISCUSSION	38
7	CONCLUSIONS	41
	REFERENCES.....	43

APPENDICES

- Appendix 1 International tutor's guide
- Appendix 2 Questionnaire
- Appendix 3 Interview questions

1 INTRODUCTION

The topic was discovered during the internship process at the international mobility affairs at Savonia University of Applied Sciences (later referred as Savonia UAS) where the main task was to coordinate with the exchange and the international degree students and help them settle down into the new environment. In coordination with other tutors, tutoring for international students was arranged. For the reason that the tutoring was monitored, it was noticed that the tutoring process in the international side experienced some organization difficulties. In addition, discrepancies in the tutoring procedures increased the need for standardized methods of tutoring.

However, the research work revealed a fair level of satisfaction among the exchange students concerning international tutoring at Savonia UAS although; the degree students were in dissonance. Nevertheless, a systematic work procedure among the tutors can improve the quality of the tutoring process and the efficiency of the tutors at Savonia UAS and hence, it deserves more consideration.

The main objective of the thesis is to explain the fundamentals of tutoring multicultural groups in the light of various theories and to elucidate the importance of formation of appropriate working group for the tutoring purpose. In addition, the aim is to produce a guide for the international tutors that will provide them with a depiction of a standardized tutoring procedure that can be practiced to enhance tutoring services at Savonia UAS. The qualitative approach was applied to execute the research process. The research questions for the thesis are the following:

1. How can international tutoring be improved in Savonia UAS?
2. How can international tutors of Savonia UAS be more efficient?
3. How can international tutoring be standardized in Savonia UAS?

The frame work for the tutoring process which includes formation and management of the multicultural groups was derived from the theories of Trevor Tyson (1998), Richard D Lewis (2006) and Marko Mäkilouko (2003). In addition, insights from other sources were utilized to explain and support the research work and thus were integrated within the theories.

A questionnaire was sent to acquire the perception of the tutoring services and process among the audience. In addition, interviews were conducted with the degree and the exchange students to obtain their opinion on the tutoring process in Savonia

UAS. Furthermore, interviews were performed with the immigrants and a member of international student union, to benchmark the tutoring process in Savonia UAS. The detailed description of the applied procedures for the research purpose is discussed in chapter five.

The thesis begins with an overview of the tutoring process where the responsibilities of a tutor are defined with some general theories. The overview is followed by the role and the characteristics of a tutor along with the importance of tutoring.

The third chapter focuses on the theme of the group work. In this part, different aspects of working in groups are discussed with the help of theories by Tyson (1998) and Lewis (2006). The forth chapter covers the topic of cross cultural management and the theories by Mäkilouko (2003) are used to discuss the multi cultural aspect from different perspectives.

The fifth chapter concentrates on the foremost part of the research. In this part the evolution of the entire thesis process is explained in a sequential order, starting from the research goal; comprising of research inspirations and questions, moving through planning and implementing methods, analyzing the data, followed by the synopsis of the findings and deriving outcome. In the last chapters, the thesis is accomplished with the discussion and the conclusion.

2 TUTORING

In this chapter the concept of tutoring is explained with the help of different theoretical sources. In addition, the role of the tutors and their characteristics along with the significance of tutoring is explicated.

2.1 Overview

A tutor refers to the students whose task is to guide and to instruct the younger or the new students in the school. In educational institutions such as schools or colleges, a tutor works as a guide and as an information bank for the students, especially for the newcomers. The task performed by the tutors to benefit other students is called tutoring. (Newton & Ender 2010.)

A tutor's role is believed to be extremely important and is considered worth rewarding. A tutor is the one who introduces the new students to the novel environment and help them get familiar with it. In addition, a tutor provides new students with all the necessary and vital information he or she needs initially. Most importantly, a tutor aims at making a new student feel comfortable and happy in the new environment. A tutor is a genuine companion who facilitates a new student and in turn expects no personal gain. (Newton & Ender 2010.)

2.2 Role of a tutor

As mentioned earlier, a tutor supports and assists new students in getting acquainted with the new environment and learning practical matters. Most of the times tutors are the new students' first contact to the school, therefore, the tutor's role is considered to be of high importance. (Newton & Ender 2010.)

In practice, the tutor's task should consist of the following elements:

The tutor should guide the new students into the school's environment and through the study practices. The tutor should help the new students understand their roles as an independent individual and emphasize more the responsibilities a student has towards studies and other practical matters. (Newton & Ender 2010.)

The tutor should ensure that the new students become acquainted with the various sources of information and support services of the school in order to use them later

on their own. The tutor is also responsible for making the new students familiar with the physical learning environment, most importantly the campus. Apart from the school, a tutor should go through the city and provide the students with additional information on important places. Above all, a tutor's main task is to act as a support of the new student in the school. For a tutor, in order to succeed in his or her role it is important that he or she should make himself or herself available and accessible for the tutees in need. (Newton & Ender 2010.)

2.2.1 Characteristics of a tutor

From the discussion so far one can conclude that tutoring is not an easy task as the job brings a lot of responsibilities and liabilities along. However, not everyone is capable of performing their duties properly which leads to the dissatisfaction of the tutees. Therefore, before making the choice of being a tutor one must review and reconsider his or her decision. It is good to note that not everyone can become a fine tutor as it needs perceptible attributes to be the one. (Lake Tahoe community college 2012.)

A tutor is a person on whom tutees have their faith, hence, it is important that a tutor has a positive attitude and believes in bringing change through action. The main aim of the tutor is to help others, therefore, willingness to assist others should be one of the characteristics of a tutor. In addition, enthusiasm and eagerness to do things and an ability to recognize a problem and find a solution to it is a characteristic of a good tutor. (Lake Tahoe community college 2012.)

An international tutor is more likely to work with multicultural group and therefore it is vital to have an open mind for other perspectives. As mentioned earlier, a new student may experience a cultural shock or home sickness during the initial days after the arrival. Hence, a tutor with an understanding nature will be able to share and feel the tutees emotions and thus help the tutee to cope with the situation. Most importantly, a tutor should be a reliable person on whom people can depend and rely. (Lake Tahoe community college 2012.)

2.3 Importance of tutoring

According to MacDonald (1994), tutoring is a platform where tutors facilitate others by providing them the structure for gaining knowledge. Mostly, tutoring is volunteer work which concentrates on helping and assisting other students without any personal

benefit. Hence, one can state that tutoring is a selfless act and involves receptivity and acceptance of others without any judgment. (Lake Tahoe community college 2012; Newton & Ender 2010.)

Most likely when a student arrives at a new and unknown place he or she is vulnerable and lacks social support. In this situation, a tutor can lead the newcomers through the right directions and offer companionship and support. However, a tutor should also realize the sensitivity of a new student and must avoid deceived information which may cause harm to the newcomer. A tutor should be a genuine and unbiased person and should always work on students' best interest. (Newton & Ender 2010.)

Tutoring reinforces the social connection of the tutors with the school campus and with other students. It is through tutoring that a student can assist other fellow students in need by providing the correct and relevant information. In addition, tutoring provides opportunity to attain multicultural enrichment and self leadership enhancement. Moreover, tutoring can unveil new horizons for the tutors which can be useful in the future. (Lake Tahoe community college 2012; MacDonald 1994.)

3 WORKING WITH GROUPS

This chapter concentrates on the components of the structure of a group and the aspects that should be considered while working with the groups. In addition, it focuses on the factors that should be taken into consideration while forming groups for the tutoring process.

Structure of a group

According to Bertcher (1979, 14), when two or more individuals interact autonomously in an active unit in order to perform a task or to accomplish a common goal, it is referred to as a group. The actions performed in groups are more likely to succeed as each member of the group is an additional source of knowledge, skill and talent that build up the group. However, the structure of a group can influence the interaction among the members and can cause deviation from the goal. (Tyson 1998, 4.)

The group structure refers to the characteristics of its members and the relationship they share with each other. In addition, the group size, the roles of the group members, the culture of the group and its member and the pattern of communication between the members are the components of the group's structure. Likewise, tutoring is the process where different students form a group in order to reach a goal and their roles, the shared mutual connection and used methods of communication are the vital factors of the group structure that influence the process. (Tyson 1998, 42-43.)

The importance of the culture and the patterns of communication in a group are discussed in detail in the fourth chapter along with the other cultural management theories.

3.1 Characteristics of member

As mentioned above, a group is a collection of individuals interacting and influencing mutually and working together for achieving common goals. Apparently, the characteristics of the members of a group such as age, gender, race, personality and skills, have the capability of influencing the group work. Especially in the case of international tutoring where the members are of different age, culture and personality. (WebFinance Inc 2013.)

It is very likely that the members with different age group will have different ways of thinking and doing things. Similarly, the members belonging to the same gender and culture may possess same attributes and may share common opinion on certain matters and do things alike. However, irrespective of the group members' similarity or difference in the characteristics, each member contributes some additional resource to the group which is always an advantage. (Tyson 1998, 42-43.)

On the other hand, the characteristics such as personality and skills are, however, totally different aspects. Personality of an individual is strongly influenced by the perception and preference he or she has for certain things. In addition, skills are the part of the character that are gained and improved along with the time and are also influenced by preference and perception. (Tyson 1998, 42-43.)

The leader–follower dilemma

There is a common perception among the people that the leaders are better than the followers in every aspect. This opinion has made people overvalue leadership and undervalue followership. Furthermore, in some cases the impact of the perception is so strong that it could influence one's personality and mindset. Apparently, because of the perception group members prefer to be leader than follower irrespective of the fact whether they deserve to be or not. (Grayson & Speckhart 2006, 2.)

In most of the cases, while working in a multicultural group the tutors face the similar kind of dilemma and end up taking wrong decisions. In desire to become a leader they overlook their true potential. To be specific, it is the relationship between the leader and the follower that contributes to the success of a team and tutoring is all about a team work. (Grayson & Speckhart 2006, 2.)

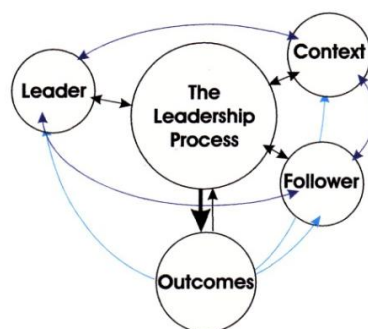


FIGURE 1. The components of leadership process. (Dunham & Pierce 1989, 556; Nyman, 2010)

The figure 1 above shows that a follower, the context and the outcome are the components of the leadership process. A leader and a follower work together and contribute to the leadership process to get the outcome.

According to Goleman, Boyatzis and McKee (2002, 25-50), the leaders and the followers are rather alike than unlike and in many situations they conduct themselves in a similar way. Therefore, tutors should also be encouraged to become followers as the collaboration of the leader and the follower is the key to the success of a group. Nevertheless, it is good to remember that tutoring is a group work and emphasis should be on working together rather than the concept of leading or following. (Grayson & Speckhart 2006, 2-3.)

3.2 Group size

The size of a group depends on many factors; the aim of the formation of the group, the tasks of the group, the required communication among the group members and so forth. Based on the above mentioned factors, a group is formed. However, there is no evidence on an optimum size that can boost or reduce the effectiveness of a group. Nevertheless, formation of a group can always increase the efficiency of group members and probability of successful completion of the task. (Tyson 1998, 41.)

As mentioned above, the structure of a group can influence the outcome of a group work. Both a small and a large group have its own advantages and drawbacks. On one hand, having a higher number of members increases the likelihood of possessing more skills, ideas and abilities in a group. Increase in the available resources increases the effectiveness and the quality of work. In addition, the exchange of knowledge, experience and ideas is an added advantage that helps the group work more efficiently, especially when tutoring a multicultural group. (Tyson 1998, 41-42.)

On the other hand, having more members in a group can increase the feeling of threat among the members thus increasing the possibility of less participation. Furthermore, effective communication and flow of information can get affected resulting in failure of the group task. (Tyson 1998, 41-42.)

Therefore, on the basis of above discussion one can conclude that a task or in this case tutoring can be carried out in groups but, for an efficient and an effective out-

come the group size should be evaluated on the basis of the factors affecting the task and the group members.

3.3 Role of the members

As from the above discussion we know that a group is formed by its members, who have distinct characteristics and personalities. Depending on these factors, roles of the members are developed. In order to keep things simple and trouble-free it is very important to delegate roles to every member of the group. However, sometimes members behave differently and deviate from their respective roles. Therefore, before formation of a group or delegation of tasks and roles the characteristics of a member should be reviewed to avoid any failure in the group work. It is even more important when working with different cultures as each individual has his and her own perspective of seeing and doing things. (Gilman 1985, 24.)

One must understand that leading a group and reaching to a goal is not one man's job but, it is a rich and diverse series of shared roles among the members. As mentioned earlier, the true essence of tutoring is the team work and it should be executed with complete team spirit. Once the characteristic of every member is recognized, the roles are delegated. This step is likely to improve and enrich the understanding among the members and help them realize their true potential. (Gilman 1985, 24.)

Task roles

Task roles refer to the action of the group members with the focus on the completion of the task. In addition, task roles help the project move forward. Following are the categories of the task role. (Porteus 2013.)

The initiator proposes new ways of working and dealing with problems. The information and opinion seeker seeks information, clarification and opinion from the group members. The information or opinion giver provides necessary information, gives clarification and opinion and shares his or her own experience relevant to the group problem. (Porteus 2013; Tyson 1998, 47; Lowa 1981, 2.)

The coordinator puts all the expressed ideas and suggestions together and tries to coordinate the activities of the group members. The energizer motivates the group to perform or carry out greater quality of activity. The technician helps setting the place,

operating equipment and distributing relevant materials and so forth. (Porteus 2013; Tyson 1998, 47.)

The recorder keeps a record of everything by writing down the suggestions, opinions and vital points made by the group members during the discussion. Finally, the summarizer sums up the main ideas and presents it in front of the group for making decisions. (Porteus 2013; Tyson 1998, 47-49; Lowa 1981, 4.)

Maintenance roles

Maintenance roles are performed by the individuals who help maintain and retain the harmony and relationship in a group. Following are the categories of the maintenance role. (Porteus 2013.)

The encourager motivates and inspires everyone in the group by making them feel that their contribution is worthwhile. The encourager gives recognition and praise to the members and indicates acceptance of their ideas and suggestions in one or the other way. The harmonizer tries to resolve conflicts and reduce tension between the group members. (Porteus 2013; Tyson 1998, 47-50; Lowa 1981, 4.)

The compromiser is the one who comes up with a solution that is acceptable to all by losing his or her own status. In most of the cases, to retain harmony and peace in the group the compromiser takes the blame on himself or herself and compromises with the other members. (Lowa 1981, 5; Gilman 1985, 24.)

The gate keeper is considered to be one of the most important roles. This person creates channels of communication among the group members and ensures that no member has left unheard. (Tyson 1998, 48.)

Blocking roles

Apart from the roles that are performed in the best interest of the group, there are also roles that may block the group's advancement. Blocking roles are played by the individuals who try to obstruct and hinder the process or the progress of the group. Following are the categories of the blocking role. (Porteus 2013.)

According to Tyson (1998, 49), the aggressor is the person who, most of the time, tries to deflate the status of other group members. Furthermore, the person criticizes

the manner the group works, disagrees with other members and tries to take credit for other person's contribution. Basically, an aggressor spoils the team spirit.

The dominator refers to those who try to assert authority on other group members. They try to rule and dictate other team mates by their knowledge and attempt to take over the group. (Lowa 1981, 5.)

Tyson (1998, 49) describes the blocker to be a person who interferes with the growth and the progress of the group. Furthermore, he or she will argue on irrelevant topics and misuse the precious time of the group.

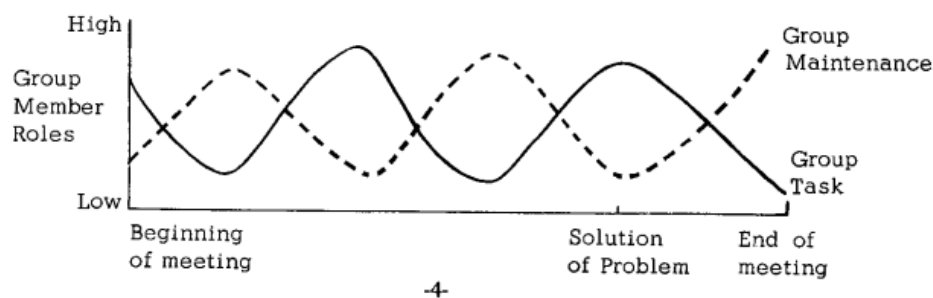


FIGURE 2. Activity cycle of a group. Group member roles. (Lowa 1981, 4.)

Research has shown that groups have a tendency to move through a cycle from formation of a group until the goal is achieved or the problem is solved. Figure 2 shows the path of the activity cycle and the group members' role from the initial to the final stage. According to it, all the roles are important and contribute in achieving the group's goal in some or the other way. (Lowa 1981, 4.)

Throughout the cycle, each member performs their tasks and roles and consequently, the efficiency of a group member is evaluated on the basis of their own and other members' role. Moreover, the true potential of a member is measured once the activity cycle reaches its end point and the goal is achieved. Therefore, the concept can be used to form tutoring groups and by the means of it the efficiency of the tutors can be improved. (Lowa 1981, 4.)

4 CROSS CULTURAL MANAGEMENT

People belonging to the same culture are endowed with a code of behavior which is different from the people belonging to another culture. These sometimes make people think that the people from other cultures are somehow inferior because they do not behave sensibly or according to one's own culture. This behavior of the people or the team members might influence the team spirit and thus affect the group's goal and hinder the tutoring process. (Mäkilouko 2003, 33-34.)

In this chapter we will try to relate the concept of international tutoring to cultural management. For these purpose different theories concerning culture and cultural shock, learning other cultures, Maslow's hierarchy of needs and multicultural leadership strategies are used and discussed to derive solution. In addition, effective communication patterns are displayed and conversed that can influence the cultural management process.

4.1 Culture

Culture is the behavioral characteristics which vary by geographical area. Culture refers to a group of people characterized by customs, behavior, language, attitude and history (Lewis 2006, 17-20). According to Lewis, the manner or the conduct of the people belonging to different cultures is not surreal; one may clearly see the existence of inclination, sequence and tradition in it. (Lewis 2006, xvi.)

As mentioned earlier, culture is one of the components of a group structure that can influence the interaction among the group members and thus can affect the group's work process (Tyson 1998, 39-40). Lewis (2006, xviii) explains the impact of culture on the people by categorizing them under three different etiquettes.

Linear active

People in this culture believe in doing one thing at a time. They follow the systematic order of planning, scheduling, organizing and then performing the task. (Lewis 2006, xviii.)

Multi active

People belonging to this culture are differing to the linear actives. They are energetic, vivacious and love to talk. They prefer doing multiple things at the same time. They do not plan or schedule activities according to the priority but rather according to the delight or significance that a task conveys. (Lewis 2006, xviii.)

Reactive

Group of people belonging to this culture are courteous. They admire and prefer listening to the conversations and the discussion made among the group members before reaching to a decision. (Lewis 2006, xix.)

Most certainly a tutoring group will have members belonging to the three different categories. For this reason there may be differences in the behavior and the personalities of the members. In these circumstances the challenge for the leaders or the tutors will be to coordinate and maintain an equal level of activeness among the members. However, the task of the leaders and its members will be simplified if they would try to learn each other's culture and act accordingly. (Mäkilouko 2003, 32.)

4.2 Cultural shock

Mäkilouko (2003, 33-35) describes cultural shock as the initial phase of confusion, misunderstanding, and several encounters with embarrassing moments that takes place during the multicultural interaction. Fortunately, most of the people react optimistically to the situation and tend to learn more about foreign culture and people. This characteristic is often found in international tutors as they willingly agree to become tutors and are aware of the surprising situations that may occur at times. Mäkilouko (2003, 33-35) describes the situation as the optimum state of affairs for multicultural leadership.

Similarly, when a student arrives in a new country he or she is most likely to get cultural shock which could be surprising, depressing or amusing. However, the nature of the cultural shock could be different for the people belonging to different cultures. For example, use of swimming costumes by women in Western countries is a common practice whereas students from Arabic culture may find it difficult to accept and thus, may consider it as a cultural shock. Therefore, tutors should be trained well to handle

and understand different cultures as it will make their encounter with other cultures trouble-free.

Mäkilouko (2003, 32-33) emphasizes learning new customs and cultures as it helps interacting with people and understanding the human behavior. Moreover, possessing knowledge about different cultures improves the quality of one's leadership. (Mäkilouko 2003, 32-33.)

4.3 Learning other's cultures

As mentioned earlier, leadership skills can be improved by learning and knowing about other cultures. Mäkilouko (2003, 32-35) describes leadership as the process of directing the actions and the mannerism of other people towards definite goals. Moreover, to possess knowledge about different cultures is an advantage that will help the leaders understand the group members better. One should note that learning about others culture will not only improve tutors as individuals but will also diversify their tutoring skills. (Mäkilouko 2003, 32-35.)

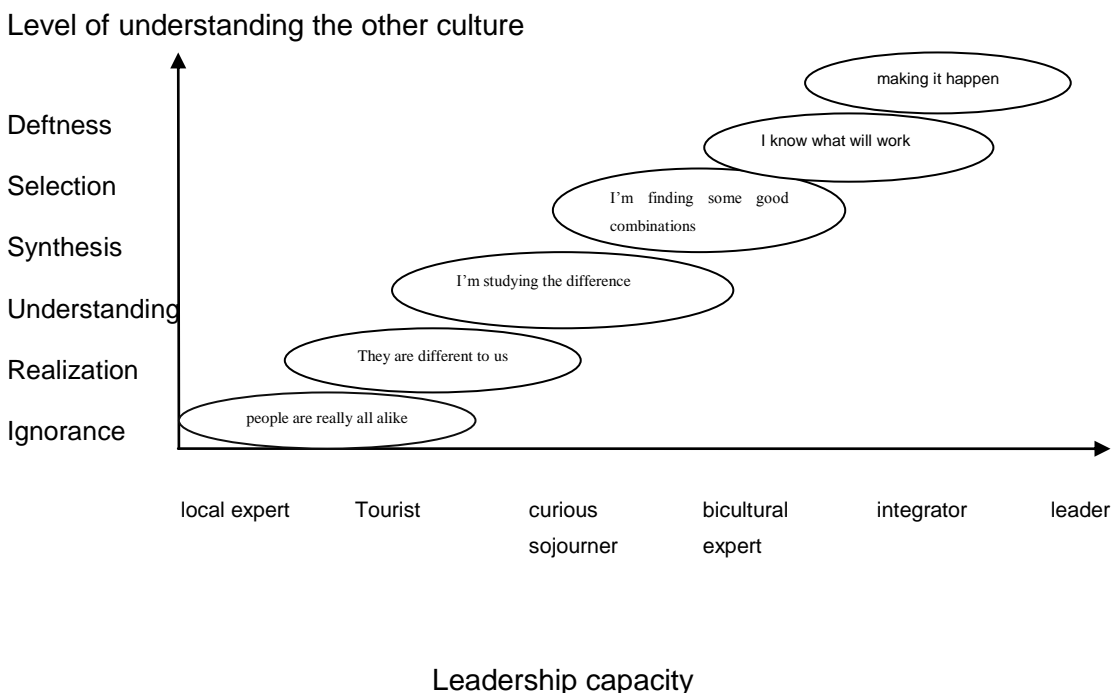


FIGURE 3. The cultural learning curve. (Mäkilouko 2003, 35)

The above figure 3 indicates the different levels of understanding of culture and the point at which an ordinary individual turns into a perfect leader. From figure 4 we can

see that it takes several layers of alteration of behavior and amalgamation of thoughts to realize and understand the difference between cultures. The reason for this could be the fact that one's own culture is a part of their personality. Nevertheless, the process of observing, studying and coming to conclusion is the cultural learning curve. (Mäkilouko 2003, 35.)

The cultural curve begins with a level of unawareness. In this level people from different cultures are considered to be alike and to behave similar. This level is followed by levels of realization and understanding where difference between the cultures are observed and studied. In the last three levels, with the help of collective thoughts and ideas necessary measures are taken. This learning curve is rather similar to the learning course in the tutoring process and through this curve tutors can evaluate their leadership capacity and level of cultural understanding. (Mäkilouko 2003, 35.)

Understanding the need

Learning about different culture is not very difficult but it may take some time and effort before one completely understands the different cultural aspects. However, Maslow's hierarchy of needs explains some of the human behavior which is always similar irrespective of the culture they belong.

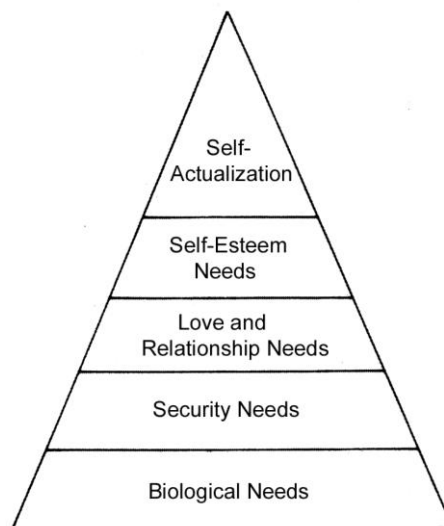


FIGURE 4. Maslow's Hierarchy of needs. Maslow's pyramid. (Dewey 2007)

Maslow states that the biological or the physiological needs are the most important requirements of a human being. It includes the need for food, water, sleep and other physical requirements. This requirement is followed by the need for safety; the need

of security for the body, employment, property, health and the family. Once the basic needs are fulfilled, human body desires for psychological needs. (Dewey 2007.)

The third and the fourth level of the hierarchy discuss the emotional needs of a human. It states the psychological requirement of a person which is the need for belongingness and companionship. After the fulfillment of the basic needs a person desires for love, affection or wishes to belong to a group such as friendship, intimacy, family and so on. The fourth level is the self-esteem need where a person expects admiration and respect from others. (Dewey 2007.)

The fifth level of the hierarchy is the social need that is the need for self actualization. In this level a human focuses on realizing and discovering his or her true potential which provides them with the feeling of fulfillment and personal achievement. However, in practice researchers have found some dissonance with the fifth level. (Dewey 2007.)

It should be noted that each and every tutee is different and behaves in a unique way. Therefore, depending on their needs and the level of importance the need has, tutees should be treated. Tutors can use the Maslow's hierarchy of needs to support their tutoring method and can get benefit by it as an individual.

4.4 Multicultural leadership strategies

International tutoring mostly concentrates on issues that concern multicultural aspects. From forming tutor groups, dealing with new students to leading an international team, everything surrounds a multicultural facet. Therefore, it is very important for a leader to possess organizational power in a multicultural group. There are four major strategies that a leader can practice to cope with cultural diversity in a group. (Mäkilouko 2003, 85.)

Cultural synergy

The approach of combining the strength of all the other cultures in order to reach a goal is called cultural synergy. The leaders use a cognitive strategy by developing a working method where members learn from each other and share their thoughts. All the queries concerning the team's task and the members' roles are clarified at the beginning of the team work in order to diminish misinterpretation. In addition, the pat-

tern and the modes of communication are discussed and agreed after taking the cultural aspects into consideration. (Mäkilouko 2003, 90-95.)

According to Mäkilouko (2003, 93), in a multicultural group the cultural differences are easily visible than the cultural resemblance. In tutoring groups these dissimilarities could be the cause of misunderstanding and quarreling among the team mates. Therefore, differences should be resolved and solutions should be developed through proper discussion. Team members should be trained to deal with problems concerning cultural issues and they should be capable of admitting their own faults. (Mäkilouko 2003, 90-95.)

Communication plays an important role in the success of a team hence, hierarchy should be avoided and members should be made available for open discussions. Finally, the most important asset of teamwork is the trust that team members possess on each other. Building trust in a multicultural group may be difficult but being unbiased towards each other could be a good start. Leaders can set an example by taking right decisions and confronting the wrong person which will strengthen and build the trust among the group. (Mäkilouko 2003, 90-95.)

Cultural ethnocentrism

Cultural ethnocentrism is considered to be the most effortless alternative strategy for the multicultural groups even though it has its own limitations. Unlike in cultural synergy, different cultures are not combined to draw a conclusion. The reason behind leaders taking a rational approach towards the issues could be the lack or absence of cultural knowledge. For the reason that culture is not taken into account, confusion and misunderstanding arising from different cultures are mitigated.

(Mäkilouko 2003, 100-101.)

Ethnocentric strategy concentrates on reducing the reasons that creates misunderstanding within the group. In order to diminish the cause, careful and cautious planning of group task is done. Each and everyone are made aware of their roles and task in the group and are advised to act accordingly. As a result, the group or the members suffers no interference from other cultures which also reduces communication errors. This however requires lots of supervision and control so that any mistakes or disorder can be detected at an early stage. In order to keep matters under control, annotations of every decision and agreement are made.

(Mäkilouko 2003, 100-111.)

Cultural polycentrism

The most successful alternative strategy is the polycentric leadership style. Leaders practicing this strategy appear to be the most satisfied ones with their team's performance. In this style, the leaders adjust and adapt to others culture and treat the team members with respect and appreciation. In order to be able to behave this way one must possess knowledge and understanding about different cultures which comes through learning. (Mäkilouko 2003, 119.)

The other important aspect of this leadership style is the mutual relationship among the team members. The strategy focuses on maintaining good relations with team members and knowing each other's better, consequently, this develops communication. In addition, offering independence and liberty at the work boost motivation and build trust within the team mates. However, the flow of communication should not be overshadowed by the independent work style; each member should be well informed about the team's whereabouts. It is the responsibility of a leader to encourage and facilitate his team members for proper interaction. (Mäkilouko 2003, 123-130.)

Cultural geocentrism

Mäkilouko (2003, 119), describes geocentrism as a distinctive culture that is similar throughout the group. Geocentrism is considered to be a way to avoid problems in a group arising from cultural issues. However, the geocentric style of leadership is not practiced as often as it does not produce effective results. People tend to follow their own culture and it takes time that they adapt and finally behave in a typical way. Moreover, the author addresses the leadership style a mere theory as it is no more in use in real life. (Mäkilouko 2003, 119.)

4.5 Communication

Communication is the core activity and is the key to success. Communication enables the group to develop structure and do its work properly. Therefore, a group should build proper communication channels to keep the flow of information run smoothly. According to Tyson (1998, 43), a group may develop its own communication pattern based on the responsibilities, the status or the power of its members.

However, the pattern that provides the best flow of information among the group members and help accomplishing the goal should be considered. Furthermore, Trevor discusses four patterns of communication that may have distinctly different effects on working process and efficiency of a group. (Tyson 1998, 43-45.)

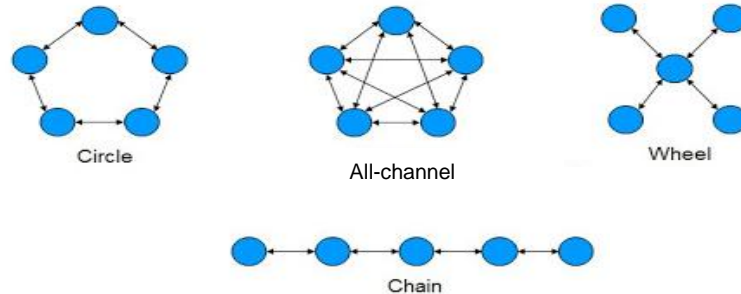


FIGURE 5. Typical communication patterns (Tyson 1998, 44)

From the above figure one can see that there are four types of typical communication pattern. First of all, the circle pattern which represents the one-to-one flow of information is evidently one of the most difficult and slow coordinated patterns. Likewise, the chain pattern represents direct line of information flow leaving no space for any data or knowledge to by-pass. (Tyson1998, 43-45.)

The third pattern, the wheel requires a central person through which all the communication takes place and flows within the group. Most likely the central person holds the position of leader who makes all the decisions and so the work process is fast. Finally, the all channel pattern which represents fluent and orderly flow of information among all the members of the group. This pattern is most likely to produce the best solutions to the complex problems. (Tyson1998, 43-45.)

The process of tutoring demands a good flow of communication among its group members hence, Tyson's (1998, 44) typical communication pattern can help tutors decide their own communication prototype. In addition, a communication pattern where each members gets an opportunity to present their thoughts and ideas in front of others will increase the efficiency of the group and as well the members or in this case the tutors.

5 RESEARCH - TUTORING IN SAVONIA

This chapter focuses on the actual research of the thesis. The entire process is described sequentially starting from the research questions and goals, followed by the research methodology, analyzing the data, summary of the findings and finally evolving with improvement suggestions and a tutor's guide as an outcome .

5.1 Research questions and goals

The thesis topic was discovered during the internship process which was performed at the international mobility affairs at Savonia UAS. The main task in the internship was to prepare an international tutor's guide that will help and provide knowledge to the international tutors concerning the tutoring process at Savonia UAS. During the internship process, an unstable tutoring structure for the international tutors was noticed and therefore, a need for a standardized tutoring configuration was realized. In addition, it was observed that the potential of the tutors were not fully utilized as a result the standard of tutoring was deteriorating. Consequently, in order to refurbish the efficiency of the tutors and improve the tutoring process at Savonia UAS, this research was made to find solutions and outcome for the existing situation.

5.2 Research methodology

The thesis was performed through a qualitative research method. In this, the study of grounded theory was used which emphasizes the collection of data and comparison of each collected element against each other and against theories and emerged information. In addition, a case study was performed that focused on the international tutoring unit of Savonia UAS. (Smith 2012.)

However, the inspiration of the thesis topic was a realization and need for an improved tutoring process at Savonia UAS, no concrete proof of an inferior tutoring service was available. Nevertheless, the existing tutoring process and the tutors' efforts were observed, the data was collected concerning the current tutoring procedures, gathered statistics was analyzed and finally the research problem was derived. During the process of data analysis, coding and interpretation of available data was executed. It is fair to mention that the obtained data from the survey succeeded in providing the solutions for the research problems.

In order to collect primary data a qualitative questionnaire was created in Webropol, a system for creating a questionnaire for surveys commonly used at Savonia UAS. The questionnaire was sent to the international degree and the exchange students of Savonia UAS. The language used in the questionnaire was English for the reason that the thesis topic concerned only international tutoring. The survey included one background question, two opinion questions, two reasoning questions and one open feedback question.

The questionnaire was intentionally created short in order to motivate people to answer and the length of the questionnaire indicated less consumption of their time. The first question concerns the participant's background. The question was aimed at finding the group of the students who are more affected by the present tutoring process and are in a need of service improvement. For the reason that they are affected, they are most likely to answer the questionnaire as they hope to get a solution.

The second question was an opinion question that focused on the preference of the participants towards tutoring. In addition, the answers will indicate the level of internationalization and openness an individual lacks or has or is willing to have through tutoring others. The third and the fourth questions were directly linked to the second question as they provided the reasons for the participants' preference towards tutoring.

The satisfaction level of the service receivers is considered to be the most important measure in any survey; the fifth question focuses on the evaluation of this level. The question is considered to be the most significant as it has provided the structure for the thesis and the research work. The final question is an open ended question where the participants express their views on the overall tutoring process and suggest modes of improvement for the process. This question is considered equally important as it aims at finding and finally providing solutions for the research problems.

Apart from the questionnaire, an interview was conducted with a student of the University of Eastern Finland (later referred as UEF), Rahul Avinash Bathina who is a former secretary of the European student's network (later referred as ESN) and international student's Kuopio's association (later referred as KISA). The student association, ESN KISA organizes various leisure activities for the international and the Finnish students and membership for the students belonging to any student union is free. The interview was conducted to discover their techniques of interaction and co-ordination with the international student. Furthermore, their approach and methods

for multicultural integration were discussed. The aim for this was to benchmark and find effective solutions to integrate students from various cultures. In addition, an informal set of questions were sent to the ex- exchange students to retrieve their experience from the tutoring service provided to them at Savonia UAS. The above mentioned procedures helped in collecting primary data. (ESN KISA 2012.)

For the secondary data, the tutor guides from the University of Applied Sciences of Tampere, Saimaa and Kemi Tornio were comprehended and referred. In addition, the tutor's guide for the national tutors of Savonia University of Applied sciences, tuutorin taskumatti was used for the formation of structure of the international tutor's guide. Theories from Lewis (2006), Tyson (1998) and Mäkilouko (2003) were used to provide the framework for the thesis. However, hypotheses and assumptions from other sources were also used to argue and support the discussion.

5.3 Data analysis

The primary data for the research process was collected through different methods; questionnaire survey, interviews, tutor training seminars, open discussion with students and tutors of Savonia UAS, feedback from past exchange students and self observation.

According to the collected data, most of the respondents are interested in being a tutor, however, there are also students who think otherwise. On one hand, the preference of the students on being a tutor displays their openness and readiness towards a new culture and its people. International tutoring, as we have discussed so far, concerns many multicultural aspects, therefore, students' preference to be a tutor clearly indicate their enthusiasm and willingness to integrate into the new customs.

A student's inclination towards tutoring explains the quality of self leadership within the student which can be identified from the statement made by a respondent which states that the tutors are capable of doing multiple tasks with the equal amount of ease without any failure. Therefore, it can be concluded that a good tutor will perform all his duties towards a new student and at the same time will manage his or her own responsibilities concerning the studies and personal life.

Some students also seemed to be realizing the importance of tutoring in a newcomer's life by stating that the tutors play an important role in a student's life, especially in a new and unknown environment. The realization is an indication that students do

understand the significance of tutoring which is not just merry making as it also includes greater responsibilities. Most of the respondents seemed to be aware of the task and the commitments of a tutor and the responsibilities towards their tutees. However, the respondents also considered the fact that the tutors should have opportunities to enjoy their time with the new comers.

According to many respondents, tutoring is a two way process where both parties learn from each other. Tutors share their experiences and provide local knowledge to the new students and help them settle down and in turn receive vast knowledge of other cultures and customs for their future orientation. Many statements appeared during the data analysis process where respondents emphasized becoming a tutor in order to share and gain various experiences which explains the inspiration of two-way learning process through tutoring.

Another interesting aspect that was discovered during the analysis was the ability of the students to benefit own future from the tutoring process. According to the respondents, the experience gained while tutoring multicultural people will facilitate them in their near prospect. Respondents stated that one can learn multicultural organizational skills through tutoring which could be helpful in future working life.

The most important factor for almost every respondent who wanted to be a tutor was to help a new student and to meet new people. In addition, learning new cultures and making new friends was a common goal for all the respondents along with the opportunity to improve their language skills. Some respondent mentioned that through tutoring one can share the similar kind of experience, knowledge and help to other students which they have received being a tutee and thus emphasized the words like *pay it forward*.

On the other hand, some respondents displayed their reluctance on being a tutor. According to them, tutoring process consumes time and does not provide enough opportunities for growth. In addition, the respondents stated that tutoring involves a lot of hard work and stress which could be challenging for an average student. In addition, respondents emphasized the lack of interest and motivation to be another cause for not being a tutor.

It was interesting to see the different perceptions of the respondents towards the tutor's role and task. Respondent claimed that the job of tutoring demands extraordinary communication and interaction skills from the tutors and one who lacks such

skills is not capable of being a tutor. In addition, one should have plenty of free time to be able to participate in various activities in order to be able to do perfect tutoring. This clearly indicates the lack of information and knowledge among the students concerning tutoring and as a result, many potential and efficient candidates are unavailable. Students must know that tutoring can be done during the school hours and not much time and hard work is consumed during the process. Apparently, the cause for such statement could be the lack of motivation.

At Savonia UAS, international tutoring services are offered for the exchange and the degree students. Most of the exchange students have mentioned having a great tutoring service and a satisfying experience, however, degree students shared a different opinion. In addition, most of the survey respondents claimed that they are not wholly satisfied and a very small number stated that they are completely unsatisfied with the tutoring process at Savonia UAS.

According to the respondents, the foremost thing that can be done to improve tutoring at Savonia UAS is to integrate national and international tutors. Consequently, it will improve the integration among other students and more tutors will be available for tutoring. Furthermore, tutors should be provided with the trainings that includes the job description and the responsibilities of a tutor. Additionally, respondents emphasized the prudent selection of the tutors for the task. For the reason that the international tutoring side does not have a sufficient number of tutors, therefore, it is very important to motivate the students to become tutors. Hence, respondents' stated that different method of motivation and encouragement should be introduced in order to create interest among the students to become tutors.

The national tutors those are responsible for tutoring the Finnish students should be given the opportunity to tutor the international students. The advantages and benefits of recognizing new culture and people should be explained in order to motivate and encourage them to participate; this will in turn increase the number of international tutors. The respondents emphasized spreading the awareness for the tutoring work to attract potential and willing candidates for the tutoring job.

The second most important aspect according to the respondents is the flow of communication. Many respondents claimed to have no communication with their tutors after the initial weeks. Moreover, in some cases the tutees are not even aware of their tutors or their names. Most of the information that is received by the students is in Finnish language and no proper English translation is available for the international

students. Furthermore, the official language used in various events organized for the students or the tutors is in Finnish language which leads to communication gap. Respondents stated that regular meetings with the students and the tutors will keep everybody informed about the ongoing process and the present tutoring situation, thus, mitigating issues arising from communicational difficulties.

Respondents mentioned that the exchange students receive more help and support from the tutors than the degree students. Respondents claimed that most of the tutors are found interacting with the exchange students and therefore, the focus on the degree students is comparatively less. Some of the respondents have stated that the insufficient number of international tutors is the cause of this situation. According to the respondents the student –tutor ratio needs to be improved in order to interact and provide support to all the students. Otherwise the efficiency of the tutors should be increased through different techniques so that they can effortlessly manage and deal with their responsibilities towards the exchange and the degree students. In addition, proper training should be provided to the tutors and tutoring process should be standardized to eliminate the probability of making mistakes.

Furthermore, respondents believed that more activities and events are organized for the exchange students than the degree students. According to them, tutors pay more attention to the exchange students because it is easier and less stressful in comparison to the degree students. However, integration of national and international degree and exchange students can resolve the problem to some extent. Respondents commented that the relationship between a tutor and a tutee is not very pleasant and that it needs to be improved in order to develop a smooth integration among all. Furthermore, schools involvement in developing integration among the students and improving tutoring services is considered to be vital and therefore, the school should provide all necessary help and support for the noble cause, stated respondents.

However, during the data analysis some contradictory statements came across that indicated poor tutoring for both exchange and degree students. Respondents stated that tutors should organize interesting activities for the international students to help them settle down and get familiar with the new people. Besides, respondents benchmarked the tutoring process at Savonia UAS with the other available tutoring facilities at the university by raising questions on the efficiency of the Savonia's student union (Savotta) in their feedback. According to the respondents, Savonia's student union, Savotta is not very active with regard to organizing events for the international students in comparison to ESN KISA, the international students union.

5.4 Summary of the findings

On the basis of the collected data it became clear that the international tutoring practices at Savonia UAS suffer organization difficulties. In addition, communication flow among the students and the tutors is very minimal and most of the time is restricted to only one language which is Finnish irrespective of the fact that Savonia UAS also provides international education. Lack of motivation and interest among the students and tutors is easily identified which affects the tutoring practices and in addition, deficiency of trained international tutors to run the tutoring service is a major issue.

Integration of the national and the international tutors is the foremost step that should be taken to improve the tutoring services at Savonia UAS. By doing this the number of the available tutors for the students will increase and therefore, tutoring will become more resourceful. In addition, the national tutor will get exposure to the international culture and meet new people whereas the international tutor will get to know more about the Finnish culture and the language, needless to mention the exchange of knowledge and experience between the two parties.

According to Tyson (1998, 41-42), the correct formation of the tutoring group can hugely affect its outcome. A group that consists of various nationalities and different cultures are most likely to succeed in understanding the needs and the requirements of the new students. In addition, a multicultural group is equipped with more resources in terms of language skills, personal experiences, creative ideas and so forth that will help the members deal and manage in unexpected situations and consequently, improve the efficiency of the group. Needless to mention the knowledge gain each member will experience during the process. (Tyson 1998, 41-42.)

However, special attention should be paid during the formation of the groups. Lewis's (2006, xviii) multicultural etiquettes could be used as a supporting theory for the group formation which discusses about the three different levels of activeness of different cultures; linear active, multi active and reactive. A group should contain people from the three categories so that each member can facilitate through others activeness level. In addition, Tyson's (1998, 48-51) different members' roles can be merged with the activeness level in order to get a perfect combination of group members. This can be a method of improving efficiency among the tutors.

According to the respondents, the student- tutor ratio in Savonia UAS is not properly balanced; there is less number of tutors for each group of students. Therefore, Tyson's (1998, 41-42) group size theory could be used to influence the present tutoring situation. Too many or too less members in a group can affect the efficiency of the group. The bigger groups can be sub divided into smaller groups in case of deficit number of tutors in a group. New students can be selected as the representatives of the smaller groups who could act as the group leaders or representatives of the group. These group leaders can interact with the head tutor and maintain the flow of information and communication within the group. This will enhance the confidence of the new students and improve the efficiency of the tutoring work. Consequently, the interest towards the tutoring process can be aroused within the new students which will eventually create more tutors.

Tutor coordinators can be assigned to manage the activities of the head tutors and the group leaders. The task of the coordinator will be to synchronize and organize various duties and responsibilities of the representative, the group leaders, the head tutors and the group members. In addition, the coordinator should keep the flow of information fluent within the group and try to eliminate all the discrepancies. The coordinator could also act as the arbitrator in case of group conflicts and group misapprehensions. Therefore, emphasis on a standardized tutoring structure should be made to avoid any misinterpretation within the group or in the tutoring process.

In order to standardize the tutoring practices at Savonia UAS, it is important to merge the tutoring style and the tutoring culture of the national and the international tutors. A common training program should be launched where tutors from the individual sections will be integrated and will be trained fundamentals of tutoring. Emphasis should be on the cultural integration and the advantages acquired from it. Consequently, it will increase the willingness and openness of the tutors and thus will improve their efficiency. Tutors should be made aware of their duties and responsibilities towards the tutees and towards other peer tutors. Most of the time tutors are too busy interacting with the newcomers that they forget their responsibilities towards their own team members.

It is good to remember that the tutors are not only responsible for helping the students to settle down but they should also help the new students overcome the initial cultural shock. Therefore, tutors should be properly trained to deal with various cultural shocks and support the students to get through it.

Tyson (1998, 44) in his book, working with groups emphasized the importance of communication and its patterns with the team members. It is important to note that communication gap can cause serious problems among the team members when working in groups. Therefore, tutors should maintain a proper flow of communication among themselves and with the other students as it will increase the efficiency. In addition, deciding on the communication pattern will minimize the mystification as tutors will know how and whom to provide the news. Information to all the students should be made available in both English and Finnish language. If the information is not available in either language, the tutors should arrange for the necessary translations for the tutees. Tutors should be advised to provide all their contact details to the newcomers so that they can be easily contacted in need.

The student groups at Savonia UAS have their accounts on social networking sites where students can exchange their plans, ideas with other students and tutors can inform the tutees about the ongoing and upcoming events. However, monthly meetings with the peer tutors and the tutees should be arranged and past issues, present situation and future plans must be discussed. If the meetings are not possible then communication should take place through email or other social networking sites such as *facebook*. All the activities of the student union should be made available to the students along with the explanation on the importance of the student union (Savotta) and how the students can benefit from it.

The lack of motivation and interest among the students prevent them from participating in tutoring activities. The reason behind this is the ignorance of the students concerning the tutoring process and the tutors work. Tutors should be advised to explain the whole tutoring process to the students during the orientation week. New students should be encouraged and motivated to be tutors from the very beginning. Awareness concerning the tutor's job and its benefits should be spread and explained respectively to the students along with the fact that one can be a tutor without harming one's own study or personal life. In addition, every tutor has the right to say *no* when things get too profound. Moreover, if more numbers of student agree to become tutors, the work will be shared among the members leaving them with no stress.

The other reason for the lack of motivation and interest among the students is the deficit of the notion of self leadership. The realization of being incapable and unsuitable to provide help and support to others is the biggest nemesis of an efficient tutor. The school can play an important role in recovering a student's self confidence by arranging multicultural group project work. This will help the student get closer to oth-

er cultures and know the people and their customs better. In addition, a student will get familiar with others way of operating and executing work. Most likely, the process will arise the feeling of integration with other culture thus improving the self leadership quality. Consequently, this will boost the confidence thus motivating a student to be a tutor and help others.

Mäkilouko (2003, 32-35) emphasizes learning others culture as it will most likely improve one's leadership quality. Knowledge on others cultures will prepare a tutor to deal with multicultural facet and subsequently, will help them improvise and variant their leadership techniques according to the need of the situation. Consequently, it will improve communication and understanding among the group members.

Tutoring degree students could be different than tutoring exchanges students. At Savonia UAS, degree students spend longer period of time and therefore, need more attention, help and support from their tutors. During the data analysis it was noted that the tutors tend to spend more time with the exchange students than with the degree students. One of the most convenient and efficient methods to facilitate both sections is to integrate them. Activities involving students from both degree and exchange sections should be introduced in order to incorporate them. Most likely, both sections will help and support each other to overcome the initial difficulties. Most probably this experience in degree students will ignite the desire for being a tutor.

Many interesting activities can be performed in order to integrate the degree and the exchange student from both national and international sections. An international club with a notion of bringing students from various cultural backgrounds together can be a good start. The international club can be led by the tutors where students can share their experiences and views and learn about new cultures, people and country, a win-win situation for all. The international club can offer various free and paid activities to the students along with the opportunity to gain vast knowledge and make friends. Not many people like to be tutors, rather they prefer to meet and help others casually therefore, an international club could provide them the platform where they can fulfill their desire of interacting with other people without undertaking any official responsibility. Consequently, the situation will help the tutors and increase the efficiency of tutoring.

5.5 Benchmarking

In order to measure and evaluate the efficiency of the tutoring practices at Savonia UAS, an interview was conducted with a student tutor, Bhatina who is a student of UEF and a former board member of ESN KISA.

The tutoring practices in the university include three-level training for the tutors. The first and the second training are organized prior to the actual tutoring and the third one post the whole tutoring process. The aim of the third training is to obtain feedback from the tutors on their tutoring experience, especially difficulties and challenges faced during the tutoring process. The training provides a basic knowledge of the tutoring task and how it should be performed. In addition, it includes the *do's and don'ts* of tutoring, responsibilities of a student tutor and provides knowledge on various practical matters.

In a new country, tutors are the first acquaintance of an international student, therefore, the role of a tutor is very important. Discussing on his role as a tutor Bhatina (10 November 2013) stated that a new comer should be provided with all the necessary information such as, the climate, accommodation, important places, shops and so forth. The important aspect is to assist a new student and help them settle down and one can do it in a casual way as well; at the social gatherings, at trips or at the institute in the free time.

According to Bhatina (10 November 2013), ESN KISA has provided a platform to the international students by combining and bringing them under the same umbrella by organizing international activities such as international food festival, international gatherings, and student trips to places like Lapland, Stockholm and St. Petersburg. Furthermore, the UEF facilitates the tutors and the tutoring practices by organizing tutoring sessions and trainings, international workshops for Erasmus exchange programs and so forth.

Bhatina (10 November 2013) also discussed the drawback of the university tutoring process which is restricted to the single nation or culture policy. For example, Asian tutors are responsible for the tuition of Asian tutees only. He emphasized integrating students and tutors from different cultures and nations by providing opportunities to the tutors to tuition students other than their own culture or nation. Consequently, this will improve the efficiency of the tutors and as well the tutoring process.

As a reward to the tutors, the university provides a sum of 35 euro to the students for tutoring every three tutees and two yearly credits. However, the provided money is

meant to be used as a conveyance allowance by the tutors. In addition, the students are expected to apply for a tax card in order to pay taxes from the earned money. (Bhatina 2013.)

According to Bhatina (10 November 2013), not only the students but the tutors should be benefited by the tutoring process. Certainly the exchange of cultural knowledge and rendezvous with international people is a foredeal but is not sufficient to motivate all students. Proper financial help should be provided to the tutors to motivate them help others. In order to improve the efficiency of the tutoring process, he emphasized providing proper guidance for the international students, especially to the non European. The information could be made available by the student tutors, student union services or by the ESN KISA. Most importantly, real integration of the international students should take place by forming a group of the tutors and the international students belonging to the different cultures and nations.

The student union at Savonia UAS presently works in conjunction with the ESN KISA. The international students of Savonia UAS receive a privilege to be a member of ESN KISA and participate in the activities organized by them. Officially, the tutors of the UEF are not responsible for the tutees of the Savonia UAS and vice versa however, being a member of ESN KISA the international students are entitled to get help and information on various practical matters.

Following the procedures of the UEF, Savonia UAS should introduce three- session training for the tutors and obtain feedback from them to improve the tutoring practices. In addition, more activities should be organized where concept of internationalization should be highlighted. Currently, the only activity that concentrates on highlighting the international side of Savonia UAS is the international week where international students showcase their own culture and nation. Although, various trips and events are organized by the tutors, it fails to attract the international degree students as the focus is only on the exchange students. The situation can be improved by proper marketing of the event and putting emphasis on integration of different nations and exchange and degree students.

Reward policy in small monetary terms or gift vouchers could be introduced to motivate the students to become tutors. Furthermore, the formation of multicultural group for various activities and tutoring session is worth considering.

5.6 Outcome

The thesis topic was discovered during the internship process which was performed at the international mobility affairs at Savonia UAS in autumn 2012. The main task in the internship was to prepare an international tutor's guide that will help and provide knowledge to the international tutors concerning the tutoring practices at Savonia UAS. The internship process at Savonia UAS was focused on the international degree and the exchange students and their integration and settlement in the new environment. The tutors with their knowledge and competencies helped the new students by providing and facilitating them with the necessary information and knowledge. However, due to some discrepancies in the tutoring process, the true potential of the tutors was not fully utilized. Therefore, a need for the standardized procedure for tutoring process was realized and thus a consistent tutor's guide as an outcome or a solution was discovered.

It is good to note that the international tutor's guide is hugely inspired and affiliated by the Finnish tutor's guide book, *tuutorin taskumatti* that is used by the national tutors at Savonia UAS. The old version of the international guide book was reviewed and revisited after the profound research was performed concerning the tutoring process. On the basis of the discovered facts, necessary modification and amendments were performed to create the new and improved version of the international tutor's guide. The new guide book aspires at providing a structure for a standardized tutoring process for the international tutors at Savonia UAS. In addition, the guide aims at offering the tutors with the initial assistance and advice they will require while tutoring new students.

The tutor's guide can be found as an attachment in appendix I.

5.7 Validity of the result

The validity of the research was established by the process of methodological triangulation, one of the many methods of establishing validity of a qualitative research. According to the process, the validity is recognized if various qualitative methods such as, surveys, personal interviews and target groups' observation produces the same result as the other. (Guion, Diehl, & McDonald 2002, 2011.)

Majority of the people who disagree to become a tutor admitted that the lack of time is the reason for their decision. Respondents also emphasized lacking motivation and interest for the tutoring program and they see no real cause in doing it.

In addition, most of the survey respondents and the target groups agreed on improving the quality of tutoring services provided at Savonia UAS. Participants also had a mutual consent on providing proper training to the tutors and planning on activities that would enhance the integration among the multicultural students.

6 DISCUSSION

When now looking back at the writing process, confession needs to be made concerning the initial difficulties. The most difficult part was to start the thesis. However, the thesis topic was clear in the mind but it lacked motivation. In addition, search for the theories that will suit the topic was rather a difficult task. For the reason that the thesis topic dealt with the various multicultural aspects, assortment of suitable kind of theories was very essential. Furthermore, designing the framework that will support the thesis and lead to the solution of the thesis problems was fairly challenging. It is good to remind the reader that the aim of the thesis was to emerge with a solution that will not only help one but the community, the community of the tutors.

The outcome of the research, the tutor's guide aims at standardizing the tutoring practices at Savonia UAS. So far the institute did not possess any guide for the international tutors which could assist them in their tutoring job. Furthermore, deficiency of a standardized tutor guide resulted in discrepancies in the tutoring process.

The tutor's guide not only provides a homogenous structure for the tutoring process but it also provides information on other practical matters which otherwise could have remained unknown to the tutors. Tutor groups, as mentioned in the previous chapters consist of the people from different culture and behavior and therefore, a regulated guide will make everyone aware of the tutoring culture at Savonia UAS which is the same and equal for all. The rules and the procedures of interacting and integrating with the new students are similar throughout the process thus, eliminating discrimination and favoritism.

The guide will provide the tutors with the information on welcoming new students, issues on pre and post arrivals of the new students, tasks concerning the arrivals, student union and its benefits and above all, information on benefiting tutors. To be specific, the tutor's guide will help the tutors to recognize their duties and commitments better along with their customers, who in this case are the tutees. Most importantly, the tutor's guide will improve the efficiency of the tutors. Consequently, it will improve the quality of the tutoring process at Savonia UAS.

The research has not only helped in creating the tutor's guide but the findings of the research have provided the alternatives for boosting tutor's efficiency. In addition, the Finnish tutor's guide book has played an eminent role in writing the international

guide. Various approaches such as training, communication development, cultural integration and self motivation will not only enhance the efficiency of a tutor but will facilitate the tutor as an individual in future. However, there were few flaws in the research that had limited the progress of the study to some extent.

The questionnaire used in the survey could have been longer and have contained additional questions concerning tutoring as a whole. This would have provided more insight into the topic. The questionnaire was mostly focused on the tutoring process, it should have also aimed at learning more about the international tutors.

In addition, the scales provided for answering in some questions and the statements used to form the questions were not properly planned. Most importantly, no question concerning tutees' perspectives on tutors' role was included therefore, the research failed to discover the significance of tutoring in a tutee's life.

One of the biggest errors was to limit the number of the respondents. The questionnaire should have included the teachers and the other staff of Savonia UAS in the respondent list, especially those who interact with the degree or the exchange students in some or the other way. Furthermore, perspective of the national tutors that is, the students pursuing studies in the Finnish language should have been collected through the survey. In the previous chapter, suggestions were made on the merger of the Finnish and the international tutors as it will bring positive changes and a new vision to the tutoring process. Therefore, by including questions on the matter of integration of national and international tutors would have brought more insight into the topic.

Moreover, the questionnaire did not provide the respondents an opportunity to write a feedback about the survey. Therefore, neither criticism nor appraisal concerning the survey was discovered from the respondents. Consequently, scope for further improvement in the survey is very limited.

However, if provided with an opportunity to restart the whole thesis process, the foremost change would be made to the questionnaire. More descriptive, reasoning and open ended questions would be added to obtain more information on the topic. In addition, more main topics and sub topics would be introduced to the theory of the thesis to provide stronger argument and support to the subject.

Furthermore, interviews would be organized with the students and the people holding the positions in the student union or acting as a member in the governing students' body. Above all, more emphasize would be made on the integration of the Finnish and the international tutors.

7 CONCLUSIONS

The research was conducted in order to find a solution for the present situation of the tutoring process at Savonia UAS. A webropol questionnaire was created and sent to the international degree and the exchange students to obtain their feedback on the present tutoring practices. In addition, to benchmark the tutoring practice and obtain effective solutions, interview was conducted with a student tutor and a former board member of international student union, ESN KISA. Furthermore theories of Tyson (1998), Lewis (2006) and Mäkilouko (2003) were used in conjunction with other various theories to support the research work.

The research showed that the present tutoring practices at Savonia UAS suffered functional errors. For the reason that the international tutoring did not have a standardized structure for tuition, discrepancies in the tutoring methods of the tutors were discovered. In addition, need for the proper training of tutors was experienced along with the requirement of more number of tutors. Furthermore, the lack of integration and interaction among the national and the international students and tutors affected the tutor- student relationship and consequently, the tutoring process.

On the basis of the research made and the opinions collected, a tutors' guide was created that aimed at establishing a standardized tutoring structure at Savonia UAS. Consequently, it will improve the general tutoring practices and individual tutoring techniques. The guide will assist the tutors in tutoring and provide them with the initial help and guidance required for the task.

One of the biggest concerns that evolved from the research process was the inefficiency of the tutors. On the basis of the research, training and rewarding techniques were discovered and thus implied in order to boost the efficiency of the tutors. In addition, effective ways of interaction among the national and the international students were proposed that aimed at increasing the multicultural integration among the students of Savonia UAS.

The number of the students who are totally unsatisfied with the tutoring process at Savonia UAS is very small but cannot be ignored. The research clearly indicates faults in the tutoring process as most of the respondents were partially satisfied but since the research fails to explain the importance of tutoring among the students, the present tutoring process cannot be entirely rejected. Where most of the respondents have criticized the present tutoring process, some have praised it.

The research had a few drawbacks but it did not prevent solving the research problems. Suggestions on improving the tutoring services at Savonia UAS are advised along with the proposals for improving tutors' efficiency. In addition, an international tutor's guide has been created on the basis of the research that provides a standardized structure for tutoring at Savonia UAS.

Irrespective of the fact that the research had some flaws and wider study could have been conducted to obtain more knowledge on the topic, the thesis still provides solution to the problems. The scope for the development is broad and the thesis can provide a good base work for the next researcher.

REFERENCES

Berther, H.J.1979. *Group Participation: techniques for leaders and members*. Beverly Hills, C: Sage.

Bhatina, R.V. 2010. Master Student. University of Eastern Finland. Kuopio 10 November 2013. Interview.

Dewey, A. R. 2007. *Psychology: An introduction*. [electronic book]. [accessed 2.9.2013]. Available at:
http://www.intropsych.com/ch09_motivation/maslows_hierarchical_theory_of_motivation.html.

Dunham, R. B. & Pierce, J. L. 1989. *Managing*. Glenview IL: Scott Foresman.

ESN KISA 2012. International exchange campus student network.ESN Finland. [website]. [accessed 5.11.2013]. Available at:
<http://www.esnfinland.eu/content/esn-kisa>.

Gilman, R. 1985. *Strategies for cultural change*. Roles in group. Context institute. [electronic article]. [accessed 28.9. 2013]. Available at:
<http://www.context.org/iclib/ic09/fcl/>.

Goleman, D., Boyatzis, R., & McKee, A. 2002. *Primal leadership: The hidden driver in great performance*. Harvard Business Review on Breakthrough Boston: Harvard Business School Publishing Corporation.

Grayson, D. & Speckhart, R. 2006. *The leader-follower relationship: practitioner observations*. School of Leadership Studies, Regent University. [electronic article]. [accessed 20.9.2013]. Available at:
http://www.regent.edu/acad/global/publications/lao/issue_6/pdf/grayson_speckhart.pdf.

Guion, A.L., Diehl, C.D. & McDonald, D. 2002, 2011. *Triangulation: Establishing the validity of qualitative studies*. Department of Family, Youth and Community Sciences, Florida Cooperative Extension Service. [website]. [accessed 2.9.2013]. Available at:
<http://edis.ifas.ufl.edu/fy394>.

Lake Tahoe community college 2012. *What is tutoring?* Itccoline.net. [electronic article]. [accessed 18.9.2013]. Available at:
<http://Itcconline.net/greenl/courses/TutorTraining/whatIsTutoring.htm>.

Lewis, D.R. 2006. *When cultures collide- Leading across cultures*. Third edition. Boston: Nicholas Brealey International.

Lowa, A. 1981. *Group member roles for group effectiveness*. Iowa State University. [electronic article]. [accessed 22.9. 2013]. Available at:
<http://www.soc.iastate.edu/extension/pub/comm/SOC3.pdf>.

MacDonald, B.R. 1994. *The Master Tutor: A guidebook for more effective tutoring*. . [electronic book]. [accessed 22.9. 2013]. Available at:
<http://annadrake.files.wordpress.com/2013/04/tutoring-manual.pdf>.

Mäkilouko, M. 2003. *Multicultural leadership: strategies for improved performance*. Helsinki: Multikustannus.

Newton, B.F. & Ender, C. S. 2010 *Students Helping Students*. Second Edition. [electronic book]. [accessed 23.9. 2013]. Available at:
http://media.wiley.com/product_data/excerpt/99/04704520/0470452099.pdf.

Nyman, H. 2010. *Leadership process. Leadership process diagram*. Executive forum. [accessed 18.9.2013]. Available at:
<http://executiveforumnyman.blogspot.fi/2010/09/leadership-process.html>.

Porteus, A. 2013. *Roles people play in group*. Stanford University. [electronic article]. [accessed 14 .9.2013]. Available at:
<http://www.stanford.edu/group/resed/resed/staffresources/RM/training/grouproles.html>.

Smith, L.K. 2012. *Types of Qualitative research: Explained within a SOTL frame*. University of Central Florida. [electronic article]. [accessed 1.11.2013]. Available at:
<http://www.fctl.ucf.edu/researchandscholarship/sotl/creatingstlprojects/implementingmanaging/qualitativeresearchtypes.php>.

Tyson, T.1998. *Working with groups*. Second edition. Australia: Macmillan.

WebFinance.Inc., 2013. *Group*. [electronic article]. [accessed 5.9.2013]. Available at:
<http://www.businessdictionary.com/definition/group.html>.

FIGURES:

FIGURE 1 The components of leadership process

Dunham & Pierce 1989, 556.

FIGURE 2. Activity cycle of a group. Group member roles for group effectiveness.

Lova 1981,4.

FIGURE 3. The cultural learning curve. Multicultural leadership: strategies for improved performance. Mäkilouko 2003, 33.

FIGURE 5. Typical communication patterns. Working with groups.

Tyson.1998. 44.

FIGURE 4. Maslow's Hierarchy of needs. Maslow's pyramid.

Dewey 2007.

APPENDIX ONE

CONTENTS

1	INTRODUCTION TO TUTORING.....	1
2	WELCOME	2
2.1	International tutor's task.....	2
2.1.1	Arrival of the new students.....	3
2.2	Tutor groups	3
2.2.1	Contacting the new students	3
2.2.2	Picking up the new students	4
3	TASKS BEFORE ARRIVAL.....	5
3.1	Contact the pick-up coordinator	5
3.2	Collect the apartment keys	5
3.3	Collect the survival kit	6
4	WELCOMING THE NEW STUDENTS.....	7
4.1	Arrival issues	7
4.2	At the apartment	7
5	TUTORING.....	9
5.1	Arrival and orientation	9
5.1.1	Arrival prior to the orientation week	9
5.1.2	Arrival after the orientation week	10
5.2	Orientation week.....	10
5.2.1	First thing first.....	11
5.2.2	Practical matters.....	13
6	SAVOTTA FOR STUDENTS.....	16
6.1	Student union	16
6.1.1	Benefits	16
6.1.2	Becoming a member	17
6.2	Student overalls.....	17
6.3	Contact information – Student union SAVOTTA.....	17
7	CREDITS FROM THE TUTORING	18
7.1	International tutors journal	18
7.2	International tutoring report	18

1 INTRODUCTION TO TUTORING

Tutors are an essential part of Savonia UAS. A tutor is a person, who, with his or her expertise and experience provides encouragement and motivation to a new student. Tutors act as friends in need and as guides in unknown situations. The responsibility of a tutor includes various tasks but the most important duty is to make a new student feel comfortable and help them in all possible ways. This guide aims at providing the tutors with initial help and advice they will need while tutoring new students. (Tutor's Guide 2012.)

In addition, the guide aims at helping the tutors to cope in different situations and to relieve them on their journey as international tutors. The given instructions need not to be followed strictly and may be modified according to the situation. It is very important to note that all students are different; some might need assistance in everything while other may not need your help at all, therefore, remember to vary your tutoring style depending on the student. (Tutor's Guide 2012.)

The main aim of tutoring is to help new students settle down in the new environment and get over the initial difficulties or shock. Tutoring is not meant to be a full time job however, during initial weeks a new student might need more attention and help from his or her tutor. (Sipilä 2011; KUOTRA 2013.)

2 WELCOME

You are now starting your career as an international tutor. Your decision of being a tutor is very much appreciated and considered to be a valuable contribution which is worth rewarding. Initially you might feel a bit lost but this guide will help you to get through. (Tutor's Guide 2012.)

More information on tutoring can be found from the student's Reppu or <http://portal.savonia.fi/amk/opiskelijalle/> website. Moreover, you may always seek help from the student union board members who are in charge of recruiting and training the tutors. The members are also responsible for communicating, motivating and organizing various students and tutors activities. (Tutor's Guide 2012.)

2.1 International tutor's task

As an international tutor, you are a student's first contact to Finland. However, a student can approach a tutor even before his or her official arrival. Such as teachers, tutors are also influential people and are capable of influencing new students. Therefore, a tutor should consider in advance the image he or she wishes to exhibit in front of the new students. A tutor should guide a new student into the school's environment and practices and help him or her adapt to the Finnish culture. In order to do so a tutor may seek help from the other tutors, teachers and the staff members. (Sipilä 2011.)

Tutors may work either alone or in pairs. Apart from helping new students, a tutor is also involved in marketing the school by participating in various educational events. Tutors should promote and build up the team spirit of the students by organizing various activities. In addition, tutors should attend trainings, have monthly meetings, and arrange events such as international week; city tours; welcome celebrations and help new students with the practical matters. (Tutor's guide 2012.)

Even though the main job of a tutor is to assist and help the newcomers, it is good to keep in mind that the international tutors have their own lives as well. You are always allowed to say no if things get too heavy. Remember, you can always seek help from your peers and teachers. (Tutor's Guide 2012.)

2.1.1 Arrival of the new students

The tutors welcome the new students in autumn and spring. The list of the incoming exchange students for the autumn semester is published at the end of May and for the spring semester at the end of November. According to the statistics provided by the international mobility affairs (2012) at Savonia UAS, the number of exchange students at Savonia UAS is approximately 200 every year. Apparently, most of them are Erasmus students coming from the European Union (EU) countries, but there are also students from different nations. The majority of the exchange students study here for one semester; consequently they do not require much help from the tutors. However, there are a few exceptions who study for a whole academic year and need more help.

Apart from the exchange students, tutors are responsible for taking care of the international degree students. Unlike exchange students, degree students stay for a longer period and therefore, should be considered equally important. Tutors should provide their services and help to the degree students along with all the necessary information and guidance throughout their studies at Savonia UAS.

2.2 Tutor groups

At Savonia UAS, tutoring happens in tutor groups or individually depending on the campus. Generally, in case of degree students, a tutor is allotted four to five new students but the number of tutors in a group might vary depending on the size. Groups are usually formed before the arrival of the students and are informed through email or other possible ways. Even though students have their own tutors, they can always contact other tutors in need. Information on tutors or tutor groups can also be found from the international mobility affairs, student unions or other sources depending on the campus. (Tutor's Guide 2012.)

2.2.1 Contacting the new students

The next step after the formation of the tutor groups is to contact the new students. All the new students should be contacted through email as soon as possible. The email should contain something about the you, a little about the place (in this case Kuopio) and Finland and about renting the survival kit. Furthermore, information concerning pick-ups and the key collection facilities, vital and relevant websites and most importantly, mention that you are here to help them. (Tutor's Guide 2012.)

The emails should contain following questions:

- student's exact arrival date and time (Finnish time)

- information on mode of travel; train, flight, bus or other transport
- student's contact details; phone or mobile number and alternative phone
- information on renting survival kit (only if the campus provides it)
- information on accommodation
- information on number of people arriving

Sometimes it may take some time that the student will reply but if you do not hear from him or her for a week, do not hesitate to resend the email. On the other hand, if there is no response at all for a long time, inform the international mobility affairs. It is also good to inform the responsible teacher or the coordinator concerning the matter. Once you have received the above mentioned information, circulate it to all other tutors. (Tutor's Guide 2012.)

2.2.2 Picking up the new students

Once the arrival information is confirmed, agree with the tutors on picking up the students. Your own car or the school's car can be used to pick up the student from the airport or the railway station. If you use your own car; keep a record of the miles driven. Remember to be on time and prepare yourself for changes in arrival schedule. If, for some reason, you are unable to pick up the new student as agreed, contact the responsible international tutor and arrange for a substitute. (Sipilä 2011.)

Collect the room keys prior to the arrival and check the room. If the room requires cleaning or renovation, contact the housing company. If the student has ordered for the survival kit, take it along. Ensure that the survival kit is equipped with all the necessary items.

3 TASKS BEFORE ARRIVAL

It is very likely that a tutor might experience some difference in tutoring an international student from that of tutoring a national student. A new student might experience many new and foreign things that he or she is not familiar with such as language, culture, climate and so forth. It is the responsibility of the tutor to make the new student feel relaxed and welcome to the new country. Furthermore, the tutor should help and try to make practical things easier for the newcomer in the foreign environment. However, this can only happen when the tutor himself or herself is mentally and physically prepared to welcome the new situation and deal with it positively. Therefore, it is very important to get your homework done before the arrival of the new students. (Tutor's Guide 2012.)

3.1 Contact the pick-up coordinator

A couple of days before the arrival of the new students ensure that everything is ready. Decide on the tutors who will receive the new students and provide the tutor with all the relevant information about the newcomer. It is very likely that many students arrive at the same time, thus, it is advised to have the names of the newcomers enlisted in order to avoid misunderstanding. It is the responsibility of the pick-up tutor or tutors to hand over the house keys, the house agreement and the survival kits to the new students, therefore, remember to take those along. (Sipilä 2011.)

3.2 Collect the apartment keys

Most of the exchange and the degree students get their apartments through student housing company recommended by the Savonia UAS. Subsequently, tutors have permission to collect the room keys of the incoming students from the housing company against a valid proof of their identity. Generally, the housing companies have details of their tenants but it is advised to have the addresses on writing to avoid misunderstanding. At the housing company, the tutors must sign the rental agreements in order to get the keys and thus, are held responsible for any damage caused to the rented apartments until the time the new students sign the actual agreement. For this reason, ensure that the new students sign their own rental agreement soon after their arrival. (Sipilä 2011.)

Assigned tutors may go a week or two before the newcomers' arrival to collect the keys and to check the apartments, if it is available. Please note that in case you are picking someone else's key than your own exchange or degree students' group keys, you must inform to the international tutor coordinator. Remember to carry your identity certificate along when you go

to collect the keys.

Usually at Savonia UAS, exchange and degree students have their apartments in friendly locations and most of these apartments are well furnished. However, it is advised to check the apartments before the students arrive.

For more details on the available items, read the housing instruction book. If there is anything missing or broken, inform the housing office for immediate replacement. In addition, advise the new student to go through the items checklist and inform the housing company in case something is damaged.

Note! The bed sheets or the kitchen utensils do not belong to the rent; one must book a survival kit in order to get those separately. However, the content of the survival kit may vary from campus to campus.

3.3 Collect the survival kit

It should be noted that the survival kits are intended for the exchange students' use only, degree students must purchase their own necessary items. The purpose of the Survival Kit is to provide students with some items that are necessary in everyday life but expensive or difficult to buy or bring along.

All the content of the Survival Kit belongs to the student union or to the campus. The survival kits can be collected from the student union's office or from the campus during the working or the other mentioned hours. One must note that until the survival kit is handed over to the new student, the tutor is held responsible for any damage caused to it and therefore, must pay to cover the damage. However, the responsibility and the obligation of the tutors end once the kit is handed over to its new user.

Each campus has its own procedures concerning the renting of the survival kit. The survival kit could be made available for the students' use either for free or for some small sum. However, the final price is decided later depending on the condition the survival kit is returned. Nevertheless, the survival kit is meant to help and to use in everyday life. Please note, tutors must check and discuss the rules and the procedures on renting the survival kit with their own campus student union.

4 WELCOMING THE NEW STUDENTS

The most important task of the tutors is to welcome the new students, ensure you have the proper information on the arrival of the newcomer. Be at the right place and at the right time. To minimize misunderstanding you may wear the international tutor t-shirt which is provided to all Savonia UAS's tutors after the formal tutors' training. In addition, you may carry a placard with the student's name or the school's name written on it. In general, everything goes according to the plan but be prepared for surprises. (Hauser 2011.)

4.1 Arrival issues

One must note that in case the student does not show up at the agreed time, the tutor must wait for some time and try to reach the student through phone. The tutor should also contact the coordinator or the international mobility affairs and inform about the situation and wait until the next arrangements. There might be a possibility that the student has missed the flight or the train in which case tutors should check the timetables for the next arrivals and remain positioned. (Tutor's Guide 2012.)

Even after providing all the information and the guidelines to the students, they sometimes arrive without any prior notice and arrangements. In such cases, you should help them find accommodation and provide all the necessary help that is required. However, this is not compulsory as you have already informed the new students and have provided all relevant information.

4.2 At the apartment

Once all the new students have arrived and you have met them, pick everyone into the car or the bus along with their luggage and escort them all the way to their respective apartments. You are supposed to have their apartment keys and all other details on the apartment in an envelope provided by the housing company. (Tutor's Guide 2012.)

After escorting the student to the flat, ensure that the student has everything he or she needs for the first night. If the shops are still open, pay a visit to the grocery. Finnish doors are rather difficult to operate, therefore, remember to show them how the doors lock and side latch works. Furthermore, remember to mention the price of losing or forgetting the keys inside. Provide guidelines on the use of the kitchen and other safety regulations, request them to read the house safety instructions carefully. More information can be found on housing company's web-page. Remember to mention that Finnish tap water is drinkable. (Sipilä 2011.)

You should give the student the address of the dormitory and a map that shows the way to the school from the dormitory. Advise them on the possible means of transportation that will take them to the school. In addition, give your contact details and the next day's program, if any. Remember to mention that you are here to help them and most importantly, do not overload the student with information on the first day. (Tutor's guide 2012.)

5 TUTORING

Tutoring is not mere helping a newcomer getting over the initial shock and difficulties but it is also about having good time together. Ensure that the newcomer feels comfortable and relaxed in your company, hence, keep things simple. (Tutor's guide 2012.)

Most likely a new student who is visiting Finland for the first time does not have much information on the Finnish culture and its customs. Therefore, the tutors are advised to provide the newcomers with some info on the practical matters and the Finnish habits. The information may prove useful and thus, help them adapt the new culture with ease. (Tutor's Guide 2012.)

5.1 Arrival and orientation

Some students like to arrive a week or two before the orientation week, in that case you may suggest some activities or nice places to them. If the time permits, you may get them a bus card and visit grocery stores. If you have time, you may accompany them but it is not compulsory. On the other hand, there are students who arrive after the orientation week, in such cases the tutors' role is crucial as the students need to catch up with many important things. (Tutor's Guide 2012.)

5.1.1 Arrival prior to the orientation week

If the student arrives before the orientation day, the tutors may bring him or her to the international student's office or to the international mobility affairs to collect the papers. Although, it is recommended to wait until the orientation day where new students get all the necessary papers and information they need during their stay in Finland.

Please remember to advise the students to be on time for their orientation day and if required show them the way. In some cases a tutor is assigned to meet all the students at a spot so that they can come together to the school. During the orientation week tutors will show around the school and the city, obtain the bus cards, sign the rental agreements, and open bank accounts and so forth, together with the whole group if still it is not done.

The most important work for the tutors is during the orientation week, therefore, tutors participation in the orientation is highly recommended. The orientation is organized during the school hours hence, it is important to organize some free-time activities in the evenings. However, there are a few evening activities organized by the school as well. These activities

help the new students know each other and the tutors better. Students, other than the tutors should be encouraged to participate and help the new students. Please note that a tutor can either join in the orientation or in the evening activities or both, depending on their available free time.

Other than the official orientation week organized by the school, there is an orientation week that is organized by the student union depending on the campus. A small amount of money is collected as a participation fee and lots of fun filled activities are offered throughout the week which may include a party cruise, visit to interesting places, smoke sauna, bowling, barbeque by the lake, free time activities, and many more. International tutors are responsible for organizing these events in conjunction with the student union where some of the cost is paid by the union or the school, depending on the campus.

5.1.2 Arrival after the orientation week

As mentioned earlier, some students arrive after the orientation week. In this case, a tutor's help is even more crucial. The exchange students should be brought to the international mobility affairs for collection of all the necessary documents whereas the international degree students should be taken to the international student's office. The students will then be provided with their student certificates, all the passwords and the usernames for the Savonia UAS computer systems (eg. Moodle), and other important papers. The tutors are advised to help the new comers with all the activities including getting enrolled in the courses and performing other official tasks, however this is not compulsory. (Tuutorin taskumatti 2012.)

5.2 Orientation week

At the start of the orientation day, ensure everyone is at the right room and within the right group. It is very likely for a new student to get lost in a new environment. Introduce yourself by writing your name and contact details on the board. You may also tell something little about you such as your hobby, home town, and studies. You may also arrange some little games with them to ease the tense in the environment. (Tuutorin taskumatti.)

It is now the students' turn to introduce them. Follow the same procedure of introducing and having small talks like yours. You may then provide brief on tutoring and student union and explain how they operate. In addition, mention the students about the upcoming programs and the events of the orientation week and encourage them to participate. (Sipilä 2011.)

Finally, before closing the session, remember informing the students about the next meetings; what when and where.

5.2.1 First thing first

Generally, for a new student there is plenty to learn; new place, new school, new people all together a whole new environment. But remember not everything needs to be done on the same day or week. Thus, it is the responsibility of the tutors to plan and prioritize the things that need to be performed with the new students. (Tutor's Guide 2012.)

A proper plan on how to organize and conduct the first tutoring hours, day or week will be a great idea. Apart from the tutor group or union plan, every tutor should have their own work plan. Therefore, tutors are advised to make a priority checklist or to do list and go through it with his or her new students to ensure all the necessary things are taken care of. It is highly recommended to perform the entire task mentioned in the checklist below.

CHECK-LIST

- ✓ Contacting the exchange and the degree students through email.
- ✓ Collecting the students' keys and checking the rooms.
- ✓ Preparing and picking up the Survival Kit from the student union.
- ✓ Welcoming the new student and escorting him or her to the apartment.
- ✓ Registering at Savonia UAS and other practical matters. This is performed during the orientation week.
- ✓ Visiting the housing company for signing the agreement.
- ✓ Going through the computer systems used at Savonia UAS, printing, scanning, emails et cetera.
- ✓ Showing the school; toilets, reception, important offices.
- ✓ Showing the local town and other important places.
- ✓ Monthly meetings.

(Tutor's guide 2012.)

5.2.1.1 The school tour

A very important task is to make the new student familiar with the school. However, it is not possible to show them around the whole premises but at least some important areas of the campus.

- international student's office

- student services and international mobility affairs
- computer points, classrooms and printing places
- sports hall, changing room and gym
- library and book store
- cafeterias and canteen
- toilets
- car park
- Smoking area

(Tuutorin taskumatti 2012.)

It should be noted that Savonia UAS is a non smoking institute but if at all someone wishes to smoke then the person must go outside the school or to the smoking corners.

In addition, a tutor should also give a brief on the use of school's property and premises such as library, cafeteria, canteen, computer points, classrooms, printers, sports hall and gym and so on. Most importantly, a tutor should emphasize the code of conduct that is maintained in the school and that a new student should abide by it at all times. Remember to explain the new students how to find the classrooms.

5.2.1.2 The city tour

The city is the next most important place after the school that a student needs to know. Generally, new students arrive prior to the orientation day in order to know the place and the city, however, there could be exceptions (Tuutorin taskumatti 2012). When going around the city, please pay a visit at the following places:

- The school's students health care center
- The housing company. If the agreement is not signed, get it done
- Sokos from where new students can get discounted bus card
- Convenience stores where mobile pre-paid are sold
- Main library
- Convenience stores and ABC shops
- The railway and the bus station
- Migration office, police station ,kela and the tax office

Furthermore, you may also ask about the student's interest and suggest him or her some places to visit or see.

5.2.1.3 Savonia UAS's Important Websites

E-MAIL

<http://posti.savonia.fi>

Web-based e-mail

TILA

<http://tila.savonia.fi>

Schedules, space reservations for the student

SHARE TRIBE

<http://savonia.sharetribe.eu/>

Savonian's private online shop for students

WIP

<http://wip.savonia.fi/>

Transcript of records, registration for academic year, exams and entries for courses

SERVICE DESK

<http://sd.savonia.fi>

IT support, bug reports

MOODLE

<http://moodle.savonia.fi>

e-learning environment

REPPU (choose your own study feild)

<http://reppu.savonia.fi>

intranet, student data bank

eHOPS

<http://apps.savonia.fi/eHops>

Student's electronic personal curriculum

SSL

<https://ssl.savonia.fi>

Allows students to transfer files on personal and school's computer server

FACEBOOK

<http://www.facebook.com/savonia.amk>

Savonia facebook page

(Tuutorin taskumatti 2012.)

5.2.2 Practical matters

As mentioned earlier, there are plenty of new and important things that a new student should know and learn. Orientation week is organized for the new students to interact and to integrate into the new environment. Tutors, during the whole week should help the new students to absorb all the new information and practices.

5.2.2.1 Study practices

During the orientation week, special lectures and classes on study practices and e-learning platforms such as moodle are organized for the new students. Teachers help the students to understand the study format and modules used at Savonia UAS. Tutors are advised to help the students to learn the study and the exam practices if requested to do so. Tutors may also encourage and motivate the students to work in pairs or groups and to practice self study.

Tutors can also help students get familiar with the use of WIP; a registration site for the courses and new semester at Savonia UAS. Tutors should also emphasize the importance of attendance and the first hours of new courses. In addition, tutors can share their study tips and experiences with the new students. Please note that a study counsellor is always available for a discussion with new the students for help and assistance.

5.2.2.2 Stay connected

It should be noted that communication is the key to the success for all projects. A tutor should develop modes of communication with the new students and the other tutors to keep the flow of information in order.

For efficient communication, it is advised to the tutors to choose a responsible person or persons from the student group who is willing to handle the flow of communication within the students and the teachers or the student union. The person can lead the group in different occasions such as in canteen, sports hall, student union, photo session for student cards and so on. (Tuutorin taskumatti 2012.)

Tutors could also encourage the students on having a common communication channel on the social networking sites where they can create ideas on organizing various activities and functions of their own. The aim of this is to build team spirit among the students and to encourage them to decide independently and act actively. However, the tutors are always available for help and support. (OSAKO 2013.)

5.2.2.3 Social life and integration

Once the students have settled down in the new environment and get accustomed by the study practices, it is the time to take care of the social life. Depending on the interest of the new students, tutors can recommend places where they can spend their time and enjoy themselves for instance; movie theatres, bowling halls, health clubs, entertainment clubs, museum and sightseeing places. (OSAKO 2013; Hauser 2011.)

5.2.2.4 The Do's and Don'ts

The Do's

- Do arrive on time. Finnish people are punctual and do not like if others are late. If you

cannot make it on time, please inform.

- Do drink Finnish tap water; it's drinkable.
- Do take your own drinks at the parties.
- Do remember to buy your groceries on the working days. All the shops and restaurants are closed during Finnish bank holidays (pyhäpäivää).
- Do take off your outdoor shoes when visiting a Finnish house.
- Do offer your share of fuel when a Finn offers you a ride.
- Do respect Finnish people's privacy. Finns like to maintain distance and for this reason they might not sit next to you in a bus.
- Do remember, Finnish chocolates are the best, especially Fazer!.
- (Tutor's Guide 2012.)

The Don'ts

- Do not indulge in any kind of physical contact with the Finns at the first meet.
- Do not smoke indoor. You either smoke outside or at the corners meant for smoking.
- Do not try to bribe Finnish police. Finnish police is reliable and they abide by the law. The emergency number is 112.
- Do not consider Finns as rude or impolite, they are usually quiet and shy; it is the Finnish nature.
- Do not visit Finns without prior notification; they would not do that either.
- Do not combine Sauna and sex. Finns visit sauna naked to relax and get themselves clean, nothing to do with sex.
- Do not hop a queue, it is considered rude.
- Do not make loud noises after 10 pm, unless you have an official permission to do so.
- Do not interrupt people when they are speaking, wait for your turn until they finish.
- Do not praise other countries in front of Finns especially, Sweden. Finns are very proud of their nation.
- Do not say a word against Ice hockey; it is the national game of Finland.

(Tutor's Guide 2012.)

For more information on Finland and Finnish customs, you may visit the following website:

www.finland.fi

http://www.infopankki.fi/en-GB/some_finnish_customs/

(Tutor's Guide 2012.)

6 SAVOTTA FOR STUDENTS

SAVOTTA, as it is known among the students is a non-political service organization that helps and supports the students of Savonia UAS. It is an umbrella organization for all other student unions. It is a self governing student union that has been authorized by the Finnish law to act on behalf of the students as their representative. In addition, the SAVOTTA and the administration of Savonia works in conjunction to develop education system at Savonia UAS. (SAVOTTA 2013.)

All the students at Savonia UAS are entitled to become the members of the SAVOTTA; this includes degree and exchange students. This must be noted that a student who is a member of SAVOTTA gets the privilege to be a member of the student union without applying for it separately. For more information, one can visit the website of SAVOTTA. (SAVOTTA 2013.)

6.1 Student union

Student Union is an association for the students of Savonia UAS. The purpose of the association is to activate and support students by organizing sports activities, tutoring, parties and other events. The first event in autumn is the orientation week which includes all kinds of nice evening activities throughout the week. (Tutor's Guide 2012.)

The people those who are responsible for organizing and running the activities are the board members of the Student Union. Every member of the student union has the right to participate in the election of the board which is held every autumn. The selection of the nominated candidates is conducted through voting. Needless to say, this provides every member an opportunity to be active. (Tuutorin taskumatti.)

6.1.1 Benefits

As mentioned earlier, being a member of the student union gets you qualified for many benefits and advantages. The annual sticker on the student card provides you with many discounts and concessions. With the yearly membership sticker, you can get several discounts in busses, trains, shops and cafeterias. Furthermore, as a member you will get cheaper tickets for the student union events, parties and discounts for overall badges and so forth. A member is also allowed to attend the official meetings and to participate in the election of the board members. More information on discounts and offers can be found on SAVOTTA's website. (SAVOTTA 2013.)

6.1.2 Becoming a member

If a new student wishes to be a member of SAVOTTA, he or she must contact the student union. As mentioned earlier, a student who is a member of SAVOTTA is also a member of his or her student union. For instance, a business student who is a SAVOTTA member also has a KUOTRA membership; KUOTRA is the student union for Savonia UAS business students.

In order to become a member, a student must fill out an application and pay the relevant fee. The membership fee may vary from campus to campus. The student card will be provided within two to three weeks from the date of application. Information on the student union is provided during orientation week. Besides, one may also obtain more info through SAVOTTA's or student union's website.

6.2 Student overalls

One of the most exciting parts for almost all the student is to get overalls. Overalls are the student uniforms which give an identity to a student that shows to which study field he or she belongs; business, engineering, culture and so forth. In the beginning of the new semester in September, students get time to try the overalls and order their own. However, the final orders for overalls are placed in October. (Tutor's Guide 2012.)

The trial session for overalls is arranged by the tutors and the overalls can be found from the student union. The prices for the overalls range from 10-50 euro for members and non-members respectively depending on the campus. A new student may get an overall for free if can manage to get a sponsor. (Sponsor price starts 400/- onward). Badges for the overalls are also made available from the student union's side against a small payment. Students can wear the overalls in school parties and outdoor events.

6.3 Contact information – Student union SAVOTTA

Office	Sairaalakatu Campus Sairaalakatu 6-8, Building 1
General Secretary	Juha Asikainen juha.asikainen@savonia.fi 044 785 5058
Planner/Designer	Jari Smolander jari.smolander@savonia.fi 044 785 5069

7 CREDITS FROM THE TUTORING

At Savonia UAS, tutors are rewarded for their hard work. One of the many ways of rewarding is providing them with credit points as a part of their study program. (Tutor's Guide 2012.)

7.1 International tutors journal

Every campus has its own procedures for credit allocation for the tutoring work. Generally, after you have participated in the training for becoming an international tutor and have started working, you should write a diary or a journal which will later help you write your final report. In the diary, you should note down all the activities that you have performed as an international tutor. You must then return the journal or the diary along with the report to the coordinator responsible for allotting credits. You should mention the total time in hours that you have spent for the tutoring work. (Tutor's guide 2012.)

7.2 International tutoring report

International tutoring is a part of elective studies where you can earn one to three credits. A peer tutor can earn one to two credits whereas a head tutor gets one to three credits. However, you must perform following tasks in order to apply for the credits:

- participate in the international tutor training
- tutor your own exchange and international students during their stay in Finland
- participate in organizing at least a few events i.e.g. city tour, orientation week and so forth
- other participation depending on an individual's campus procedures

On the completion of the above mentioned tasks, a tutor is entitled to apply for the credits. The credits are allotted after the successful completion of the tutor's job. In addition, you must write a diary or a journal about your journey as an international tutor and return it to the coordinator responsible for the international tutoring. After reading the report and the journal the deserving credits are allotted. The tutor is entitled to get a certificate of his or her tutoring activities after the report and journal have been accepted. For more information, contact your campus coordinator or teacher who is responsible for giving the credits or certificate as procedures might vary from one campus to another. (Tutor's guide 2012.)

REFERENCES

Hauser, D. 2011. *International Tutoring Process And International Tutoring Manual*. Student union of Saimaa university of Applied Sciences. [e- journal]. [accessed 18.9.2012] Available at:
https://publications.theseus.fi/bitstream/handle/10024/32541/Hauser_David.pdf?sequence=1

International mobility affairs. 2012.

KUOTRA. 2013. Kuopion Tradenomiopiskeliya ry. [accessed 5.9.2012]. [website]. Available at: <http://www.tradenomiopiskelijat.com/en/tutoring/>

OSAKO. 2013. *International tutor's guide, 2013*. Oulu University of Applied Sciences Student Union. [accessed 10.9. 2012]. [e- journal]. available at:
<http://www.osakoweb.fi/english/materials/Tutoring/International%20tutor's%20guide%202013.pdf>

SAVOTTA. 2013. The student union of Savonia University of Applied Sciences. [accessed 4.10.2012]. [website]. Available at:
<http://www.opiskelijakuntasavotta.fi/?pageid=the-student-union-of-the-savonia-university-of-applied-sciences>

Sipilä, M. 2011. *Tutor's guide*. Kemi-Tornio University Of Applied Sciences. [accessed 25.8. 2012]. [e- journal]. Available at:
http://www3.tokem.fi/kirjasto/tiedostot/Sipila_C_2_2011.pdf

Student Union- SAVOTTA. 2012. *Tuutorin Taskumatti*. Savonia University of Applied Sciences. Read 25.9. 2012.

Tampere University Of Applied Sciences. 2012. *Tutor's guide*. Read 10 August 2012.

APPENDIX TWO

Dear participant,

I am a final year BBA student of Savonia UAS and I am carrying out a short questionnaire survey as a part of my thesis. The questionnaire aims at to find the possible help and support students would like to receive from their tutors and how to improve international tutoring in Savonia?

By participating in the survey you will be helping the tutors, the school, your friends and yourself, a win -win situation for all. I wish to remind you that the questionnaire is anonymous and any personal data inserted will be used for the research purpose only.

I would highly appreciate if You would take some time to fill out the questionnaire and help me conduct the survey. Please click the link below and return it by 29.9.2013.

Yours faithfully,

Sudipta Chatterjee
LI10SM

<https://www.webropol-surveys.com/R/84C2A6C1561628D1.par>

International Tutor!

The questionnaire aims at to find the possible help and support students would like to receive from their tutors and how to improve international tutoring in Savonia UAS?

1. I am an / a *

- ☒ International tutor
☐ Degree student
☐ Exchange student

[Next →](#)

2. Would you like to be an international tutor? *

- ☐ Yes
☐ No

[← Previous](#) [Next →](#)

3. Why to be a tutor? *

250 characters remaining

[← Previous](#) [Next →](#)

4. Why not? *

250 characters remaining

[← Previous](#) [Next →](#)

5. Are you satisfied by international tutoring in Savonia? *

- ☐ Very satisfied
☐ Somewhat satisfied
☐ Not satisfied

6. How can we improve International tutoring in Savonia? *

250 characters remaining

[← Previous](#) [Submit](#)

Dear all

The research "Tutoring in Savonia" needs few more answers. Could you be kind enough to participate in the survey and fill in the questionnaire? The survey is open for three more days.

The link for the survey is below.

Best regards
Sudipta Chatterjee
Savonia business student

NB- This message is aimed at to those who have not answered the questionnaire yet, please ignore if you have already answered it.

<https://www.webropol-surveys.com/R/84C2A6C1561628D1.par>

APPENDIX THREE

Interview questions

1 What are the tutoring practices in University Of Eastern Finland?

2 What sort of training is provided to the tutors, if any? If no, should there be any training for the tutors?

3 How do you help international students settle down in the new environment?

4 As an ex- Secretary or KISA board member, what according to you international students need the most? And how it can be made available?

5 The UEF has people from various culture and nations, how the university or the tutors of university have managed to integrate them?

6 What and how the UEF contributes in the integration of their students and management of the tutoring process?

7 How according to you tutoring can be improved in general?

8 Any suggestions or free words concerning common tutoring process or managing international students in general?

Thank you so much!!

